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ABSTRACT

Two documents, an overview and a more in-depth report, examine Queensborough Community College's pre-college orientation program for visually impaired students. The overview, by Patricia J. Evanoski, describes the program's rationale and procedures. The second document focuses on the 1980 summer program, and examines the following program aspects: staff orientation, academic course content, student orientation and mobility efforts, resource workshops (in which students learn about such aids as readers, agencies, and guide dogs), study skills workshops, library/research workshops, psychological workshops ("rap groups") career workshops, parent/family meetings, the educational/recreational program, special seminars, and the residence life program. Additional program features, such as optional scheduling, braille workshops, and workshops on athletics, acting, and typing are reviewed. Extensive appendixes include sample forms and letters and information on sources for books, magazines, and educational materials. (CL)

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A PRE-COLLEGE ORIENTATION PROGRAM FOR VISUALLY IMPAIRED STUDENTS

[Overview and Report]

1984

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A PRE-COLLEGE ORIENTATION PROGRAM FOR VISUALLY IMPAIRED STUDENTS

For several years, Queensborough Community College of the City University of New York, with funding from the New York State Commission for the Blind and Visually Handicapped, has offered a summer Pre-College Orientation Program for Visually Impaired Students. The program is designed to provide students with a realistic introduction to college life, to academic expectations and requirements, and to general educational and career information. A special and equally important component is the supplementary program designed to provide skill-building and information geared to persons with visual impairments. Increasing numbers of people with visual impairments are realizing the value and necessity of a college education. Until relatively recently, people with various disabilities were often discouraged from pursuing a higher education for a variety of reasons, not the least of which was the necessary accommodations to be made by the institutions. With the inception of Section 504 of the Rehabilitation Act of 1973, many of these difficulties have been alleviated. People with a disability are also becoming aware of the many adaptations, particularly electronic, which can be made to accommodate their disabilities.

The transition between high school and college is difficult for anyone. Any student must integrate herself/himself within a complex college community, meeting new social and academic demands placed upon her/him. Orientation programs have contributed

significantly to the academic success of many students. Many of these programs focus on helping students become familiar with college procedures, academic requirements, and resources of the college. It is especially important to lessen the difficulty of the transition between high school and college for blind and visually impaired students before they confront the other difficulties which face everyone.

Since most legally blind students have a state rehabilitation counselor who works for the Commission for the Blind and Visually Impaired, these professionals are in the position to make referrals to the program. Virtually all of the students come to the program through those referrals.

After the students are interviewed and accepted into the Summer Program, an Orientation Dinner meeting is held. Students and family members, Supervisors and Counselors of the New York State Commission for the Blind and Visually Handicapped, and staff members of the Summer Program are present. The role of the Commission is explained and each member of the staff explains his/her aspect of the program. This orientation dinner meeting also gives the students an opportunity to meet each other and learn more details of the program.

The emphasis of each year's Summer Program is different depending on the particular needs of the students. The first few programs had a high concentration of traditional 17 and 18 year old students who needed to focus on the differences they would encounter between high school and college. Some students have gone to

special schools and have not been integrated in the sighted world. Many students have experienced a sheltered existence while in high school and may be unsettled by the degree of independence typically experienced by college-level students. Some other students have had the traditional experiences of adolescents in high school. Some students have accepted their visual impairments, others have never told anyone outside the family. The more recent summer programs have attracted many more older students. Some had previous college experience prior to the loss of sight. Since most older students are recent victims of a visual impairment, emphasis is placed on learning ways to deal with the disability.

The program has four main components: an academic experience, mobility training, an opportunity to learn new skills or improve existing skills, and an opportunity for personal growth and development as well as social interaction.

For the academic experience, the students review the summer course offerings and choose a course in which they wish to enroll. It is the students' responsibility to make initial contact with the professor to explain their visual impairment to make any special accommodations which may be needed.

An integral part of the summer program is the resource seminars and workshops. These particular programs are directly concerned with dealing with the visual impairment as related to such areas as note-taking, use of readers, equipment use, optical aids, legal rights of people with a disability, and use of recordings for the blind. In addition to the college-level course and the

resource seminar, the students are also offered a highly specialized series of workshops in library and research techniques, Braille, and typing. Students may also elect to participate in other educational or recreational workshops such as Ceramics, Introduction to Acting, Introduction to College Life, swimming, music or athletics.

Students are required to participate in a psychological workshop and a career workshop. The former deals with the psychological and emotional aspects of the loss of sight. Students explore feelings related to blindness, discuss aspects of interpersonal relationships, and become more aware of self and feelings. The career workshops emphasize career exploration, vocational decision-making, job interviewing, and resume writing. All students take the Strong-Campbell Interest Inventory.

Students have the choice of commuting to Queensborough or living in a dormitory. Since dormitory space is not available at Queensborough Community College, space is rented at a nearby university. For many students, living in the dormitory is their first experience of independence and being on their own, away from parents, and the security and, sometimes, overprotectiveness of the home. It is a challenging experience, initially frightening or exciting to many. Students become aware of previously unknown or inexperienced strengths and capabilities and increase their self-reliance.

Parents are also involved in the Pre-College Orientation Program. Experience has shown that many parents of a late adolescent

who is either blind or partially sighted have great difficulty "letting go." Many parents have also not had the opportunity to share experiences and feelings with other parents. The entire staff also participates in such meetings. General feedback about students' efforts is shared. Family members often do not understand the limitations of a disability.

At the end of the summer, students are asked to evaluate the program and offer recommendations for future programs. Almost unanimously students have been very positive, the strongest proof being that they would recommend the program to friends. Students commented that they grew in self-confidence, were more adequately prepared for college, felt more secure and independent, and were more comfortable with their disability.

The program also serves as a consciousness-raising vehicle concerning disabilities within the college community. The Pre-College Orientation Program could easily be adapted to meet the needs of many special groups.

QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

REPORT

PRE-COLLEGE ORIENTATION PROGRAM FOR VISUALLY IMPAIRED STUDENTS

SUMMER 1980

Irving L. Slade
Dean of Students

Patricia J. Evanoski
Director

Sponsored by
The State of New York
Commission for the
Visually Handicapped

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INTRODUCTION

For the past eight years, Queensborough Community College of the City University of New York, with funding from the New York State Commission for the Blind and Visually Handicapped, has offered a summer Pre-College Orientation Program for Visually Impaired Students. The program is designed to provide students with a realistic introduction to college life and the sighted world, to academic expectations, and requirements, and to general educational and career information. A special and equally important component is the supplementary program designed to provide skill-building and information geared to persons with visual impairments. Increasing numbers of people with visual impairments realize the value and necessity of a college education, and are also becoming aware of the many aids and adaptations which can be made to accommodate their disabilities. The transition between high school and college requires significant orientation and adjustment for students who have no disability. A program that focuses on helping students with a visual impairment become familiar and comfortable with college procedures and requirements is particularly valuable because students need to adjust to so many changes in a relatively short period of time. As Spungin (1975) has pointed out, the student who is blind or visually disabled "must establish herself/himself as an independent unit within a usually large and complex collegiate community and, simultaneously, meet the new social and academic demands placed upon her/him."

According to the guidelines of the New York State Commission for the Blind and Visually Handicapped, the purpose of the pre-college orientation program is:

> To make the transition from high school to college more successful and less anxiety-producing for our college bound clients. Considered an orientation program, it is directed at both the academic and social levels of college life. It has been proven that individuals (handicapped or not) who have gone through the college orientation program, have a much better chance of succeeding in college.

The 1980 Summer Program enrolled 23 students, ranging in age from 17 to 45 years, with a mean age of 24 years.

Student referrals are made to the program by the individual RCS counselors. Over the years a good working relationship has been established with the various regional RCS offices and counselors. It was with the cooperation and recommendations of the individual RCS counselors that the students were referred to and enrolled in the program.

After the students were referred, interviewed, and accepted into the Summer Program, a special Orientation Dinner and Program was given by Dr. Irving L. Slade, Dean of Students at Queensborough Community College. Students and family members, RCS Supervisors and counselors of the New York State Commission for the Blind and Visually Handicapped, and staff members of the Summer Program were present. Dr. Patricia Evanoski explained the Commission's role and each member of the staff presented his/her aspect of the program. This orientation Dinner gave the students an opportunity to meet each other and learn more details of the program.

The thrust of the 1980 Summer Program was somewhat different from previous years because many of the students were older and had some previous college experience prior to the loss of sight. For those students, a greater emphasis was placed on learning new ways to deal with the disability, rather than on the difference between high school and college.

A major component of the Summer Program was the enrollment in a college-level course. During the initial interview, course selections were discussed and the student decided which course he/she wished to enroll in, provided all pre-requisites were met.

An intergral part of the Summer Program has always been the resource seminar which is directly concerned with dealing with the visual impairment as related to such areas as note-taking, use of readers, optical aids, legal rights of people with a disability, use of Recordings for the Blinds, etc.

An equally important component was the orientation and mobility instruction provided by highly-trained specialists. Mobility training was done on an individual basis to accommodate individual needs.

In addition to the regular college-level course, the staff of the Summer Program offered a highly specialized series of workshops such as library and research workshops, Braille, typing, and ceramics. Two new workshops, Introduction to College Life, and Introduction to Acting were offered.

Introduction to College Life focused on the transition from high school on the world of work to college. Introduction to Acting was an experimental workshop which provided the students' with the opportunity to practice the art of acting in a relaxing atmosphere.

The staff conducted ongoing student evaluations. Individual programs, tutoring, and assistance were provided in areas of special need.

The psychological workshops were required of all students and, in general, dealt with the psychological and emotional aspects of the loss of sight. The group facilitators met with the student, individually and in groups, to explore feelings related to blindness, discuss aspects of interpersonal relationships, become aware of self and feelings.

The career workshops, also required of all students, emphasized career exploration, vocational decision-making, job-interviewing, resume writing. All students took the Strong-Campbell Interest Inventory and received an individual interpretation of the results.

Dormitory facilities were available at Hofstra University for any students who were interested in the resident life experience and/or unable to commute from home. Of the 23 students enrolled in the program, 14 lived at Hofstra. Two peer counselors also resided at Hofstra with the students, supervised them and helped create a feeling of cohesiveness and community among the students. The peer counselors also helped the students become familiar with the campus, and become proficient in such skills as cooking, doing laundry, and other such daily living skills.

Due to the size of the group. transportation was comfortably provided by a van, and a Queensborough Community College station wagon. Both vehicles were driven by the staff members.

In summary, the Summer 1980 Pre-College Orientation Program for the Visually Impaired was a successful orientation program meeting the needs of the individual student. The excellence of the program reflected the highly qualified and dedicated staff, as well as the level of motivation and enthusiasm of the students. The students demonstrated considerable growth academically, socially, psychologically. Students learned more about themselves, their strengths, their interests, their values, and developed a greater sense of direction to their lives.

We would like to thank the administration and RCS counselors of the New York State Commission for the Blind and Visually Handicapped and the faculty and administration of Queensborough Community College for their fine cooperation in making the 1980 Summer Program a reality.

Irving L. Slade
Dean of Students

Patricia J. Evanoski, Ph.D.
Director

GENERAL RECOMMENDATIONS

1. Each student should be referred to the program as early as possible Since most RCS counselors are aware of which clients may be planning to attend college, it would be helpful if these students would be identified so they could be contacted by the director and given more details and information about the program. The early referral is particular necessary to ensure that books will be available on tape at the beginning of the term.

2. A brochure needs to be prepared either by the Commission, by Queensborough, or jointly to be distributed to <u>every</u> potential student and his/her family which <u>adequately</u> describes the program.

STAFF ORIENTATION WEEK
JUNE 9TH - 12TH, 1980

An orientation program for the staff was held the week before the student program began. Much of the success and effectiveness of any program is significantly related to the quality and involvement of the staff members. The staff of the 1980 Summer Program was extremely knowledgeable, conscientious, skilled, and concerned, not only about the academic needs of the students, but also their social-psychological needs.

The staff consisted of the following persons:

Dr Patricia Evanoski, Director
Prof. Thomas J. McNulty, Associate Director and Career Counselor
Mr. Louis DeLisi, Orientation and Mobility Instructor
Dr. Sherry Green, Resource Teacher

Thomas DeRosa)
Heidi Jadelskyj) Psychological Group Facilitators
Joel Pincus)

Kathy Davis, Peer Counselor
Carol Guy, Peer Counselor
Doug. Harvey , Peer Counselor & Resident Assistant
Larry Tucker, Peer Counselor & Resident Assistant

The staff orientation week consisted of the following programs:

Monday, June 9th

Introductions and general structure of the program - Patricia Evanoski, Director

The Psychology of the Blind -
Bernadette Wynne, Instructor
Helen Keller National Center
Sands Point, New York

Film: Not Without Sight

Tuesday, June 10th

Orientation and Mobility
Louis DeLisi, O & M Instructor

Films: What Do You Do When You Meet A Blind Person
The Seven-Minute Lesson

Philosophy and Structure of the Psychological Workshops
Heidi Jadelskyj & Joel Pincus
Group Facilitators

Goals and Structure of the Career Workshops

Thomas McNulty, Associate Director and Career Counselor

Student Schedules and Registration
Patricia Evanoski, Director

Wednesday, June 11th

Organization and structure of the resource and study skills workshops
Sherry Green, Resource Teacher

Student Registration, Tour of Campus and Workshop Scheduling.

Thursday, June 12th

Staff Development: Issues in Working with Visually Impaired Peoples
Elliot Rosman, Director of Disabled Student Services, QCC.

In addition to the orientation week, the staff met several mornings a week for case conferences, evaluations of student progress, needs, program planning, and professional development.

ACADEMIC SUMMARY

At the time of the initial interview, students are informed of summer course offerings at Queensborough. A determination of reading, writing, and math skills is made by the appropriate departmental representatives to aid in course selection. Students choose courses in their areas of academic interest, provided such a course was offered at an appropriate time and that the students had the prerequisites.

Students who needed remediation were given the opportunity to enroll in reading, writing, or mathematics courses. Increasing numbers of students in the general college-bound population are required to take reading, writing and mathematics skills building courses. It would only serve as a academic disadvantage to deter from students from necessary remediation, so that students, therefore, who required such work were encouraged to enroll in the appropriate courses.

An analysis of the courses enrolled in by the students indicated that 17 students enrolled in credit-bearing courses and 5 students enrolled in Basic Skills/Math non-credit courses. One bilingual student was given both tutorial assistance and the help of a Basic Skills course. He was not formally enrolled in a course. A summary of the grades earned is listed below.

Total number of students enrolled in the program: 23

Number of students enrolled in remedial courses: 5

Number of students receiving tutorial help: 1

Grades earned in credit-bearing courses:

A-	1
B+	1
B	3
B-	2
C+	1
C	5
C-	1
D+	1
D	1
Absence	1

No credit:

P (Pass)	=2
R (Repeat)	=3

COURSE DESCRIPTIONS

Students enrolled in the following courses:

BE112 Composition Workshop
3 class hours, 1 conference hour, 0 credits

BE122 College Reading and Study Skills Improvement
3 class hours, 1 laboratory hour, 0 credits

BU201 Business Organization and Management
3 class hours, 3 credits

EN101 English Composition I
3 class hours, 1 conference hour, 3 credits

HI112 Introduction to Modern Western Civilization
3 class hours, 3 credits

MA010 Basic Mathematical Skills
5 class hours, 0 credits

SPII Fundamentals of Speech
4 class hours, 3 credits

SS310 Sociology
3 class hours, 3 credits

SS510 Psychology
3 class hours, 3 credits

LISTING OF COURSES AND GRADES EARNED

	COURSE	GRADE EARNED	CREDITS EARNED
1.	BE 112	P	0
2.	BE 112	R	0
3.	BE 122	R	0
4.	BU 201	B	3
5.	BU 201	B-	3
6.	BU 201	C+	3
7.	BU 201	C	3
8.	BU 201	C	3
9.	EN 101	B	3
10.	EN 101	C	3
11.	HI 112	A-	3
12.	MA 010	P	0
13.	MA 010	R	0
14.	SP 111	C-	3
15.	SA 310	D	3
16.	SS 310	ABS	0
17.	SS 510	B+	3
18.	SS 510	B	3
19.	SS 510	B-	3
20.	SS 510	C	3
21.	SS 510	C	3
22.	SS 510	D+	3

Of the 17 students enrolled in the credit-bearing courses, 14 received grades of C or better, and one student needs to take the final exam, which means that 78% of those students will receive transfer credit at the college they will be attending in September. In addition, one student with a D grade will continue to attend CUNY and, therefore, his course is also transferable. This indicates that out of the 16 students who completed credit-bearing courses, 15 or 93.5% of the courses are transferable.

The students who successfully complete the remedial courses will have more assurance of doing successful college-level work in September. Those students who experienced difficulty with the remedial courses explored with faculty and staff members their expectations of college-level work, the deficiencies of their backgrounds, and also their career choices.

It should also be noted that some students' grades may have been affected by the difficulty of obtaining books quickly from Recordings for the Blind. RFB needs more time to purchase tapes or to reproduce existing tapes than our students are able to give due to date of referrals.

It is of great importance to point out that while the academic performance of the students is of primary importance in determining readiness and capability for being a successful college student, it should not be viewed as the only criterion. Many of the students in the Summer Program lived away from home for the first time and had to be independent for the first time in their lives.

It is, therefore, important to review the student's total performance and the staff's complete report in making an evaluation of the person.

ORIENTATION AND MOBILITY OVERVIEW

The Orientation and Mobility segment of the Queensborough Summer Program for the Visually Impaired Students assists the student as he/she participates in the academic, social, and recreational life offered in the collegiate environment. From the onset, the student's role is an active one, helping him/her to develop the appropriate self-planning and self-management skills that will lead to a greater measure of independence. At the same time, the need for dependency is recognized as students help one another and learn the value of social interaction and sharing.

As students engage in new experiences, they move from a safe, secure existence with little responsibility to a lifestyle that demands self-planning, interaction, and responsibility. It is within this framework that students learned what their travel needs are. Individually, students enter the program with vast differences in past experiences, intellect, visual functioning, attitudes, emotions, skills, and learning styles. Likewise, they hopefully emerge individually with an awareness of how they can best cope with the many accommodations and adjustments they as persons with a visual impairment might have to make to succeed and achieve in college.

Assessments of students were based on their verbal responses and demonstrated abilities in a number of relevant areas including visual functioning, previous instruction, present level of independent travel, plans for future, motivation, etc., as well as observations made by the Orientation and Mobility instructor on and off campus. Individual lessons focused on basic skills, strategies in orientation, mapping, finding creative solutions to problems, and increasing awareness and knowledge regarding travelling. Lessons included negotiating interiors, route travel, seeking assistance, orientation to campus environs, street crossings, cane utilization, and sensory awareness for purposes of orientation.

In keeping with the original intentions and overall aims of the program, attempts were made to consider the individual needs of the students and to negotiate instruction and instructional aims along with students. Hopefully, the students recognized the instructional interaction for what it truly is - an exchange, a dialogue between learner and teacher. The responsibility for learning and its effectiveness is essentially determined by both parties engaged in the dialogue. Likewise, recommendations in any reports have been negotiated with individual students and represent a compromise between professional expertise and understanding as well as the students' own understanding of his/her individual needs. Their participation is vital, not only for the sake of instructional effectiveness, but to learn the values of responsibility and self awareness.

Wherever possible, trips to the prospective college campus were made and a beginning orientation was initiated.

Louis De Lisi
Orientation and Mobility Instructor
July 31, 1980

QUEENSBOROUGH COMMUNITY COLLEGE

SUMMER PROGRAM FOR THE VISUALLY DISABLED

O & M INITIAL CONSULTATION REPORT

STUDENT'S NAME_____ DATE_____

INSTRUCTOR'S NAME_____

What college, if any, are you planning to attend?

What course will you be taking at Queensborough?

Visual condition (see eye report for cause, onset, visual acuity)

Other disabilities, impairments, if any, in addition to visual?

On medication?

Wear glasses? Type (distant/reading, sunglasses, contacts)

Use any type of low vision aid? (Marnifiers, telescopic, etc.)

Read print? (large, regular, small)

Can you see colors? Pastels? Shades of gray?

Eyes have trouble adjusting from well-lit to dark areas? Vice versa?
(ex. walking from bright sunshine to poor low lit indoor area)

Ever bothered by sunlight glare?

Ever had O & M instruction? What did this instruction involve?

Travel independently during the day? (Explain)

What type of light, if any, do you prefer for traveling?
(sunny, overcast/cloudy, makes little or no difference)

Travel independently at night?

Any trouble locating stairs, curbs, or other drop-offs?

Can see traffic light, always, sometimes, seldom, never?

Willing to use a cane, if necessary?

Responses are student's own verbal answers if and when possible,
student will be asked to demonstrate certain responses.

RESOURCE WORKSHOP

The Resource Workshop was held Monday afternoon which enabled the group to meet as a whole early in the week. Subjects for the workshop were geared to meet the needs and interest of the entire group.

Our initial gathering dealt with readers - how to interview, hire/fire, and pay for reader services. This workshop was held the first day of classes as it was felt that the knowledge of how to arrange for a reader should be a priority.

The following week, two guest speakers visited the group. Elliot Rosman and Barbara Finder spoke about their roles as coordinators for disabled student services, giving suggestions and pointers to students to assist them in their assimulation into college life.

Three of our peer counselors held their next session. They took this opportunity to tell students of their own experiences as visually handicapped students studying and working in a sighted world.

Mr. Rosman returned the following week with Harriet Peavy from Marist College in Poughkeepsie. They discussed agencies and their part in the life of a student - what can be expected of agency staff and services available.

Our final guest speaker for the summer was Irene Hecht. Irene spoke about guide dogs and the program offered at Guiding Eyes for the Blind. Irene uses a guide dog for traveling but also has a fair amount fo residual vision which made her comments and insight particulary useful for our predominately low vision group.

We tried - unsuccessfully - to have a speaker about low vision aids. This would have been interesting and beneficial as this particular group seemed relatively unaware of the number and types of aids available.

Resource Workshops were generally well received. The same format might be used next summer, covering basically the same subjects.

Sherry Green, Ph.D
Resource Teacher

STUDY SKILLS WORKSHOP

The Study Skills Workshop began with a session on listening. Exercises were done which encouraged students to truly listen to the spoken word rather than simply "hearing." Subsequent sessions dealt with note taking, outlining, paragraph building, vocabulary development and test taking.

In the note taking classes, a lecture was given, simulating a regular college class. The notes students took were collected, studied, and suggestions made as to the best method for streamlining notes, making sure that each student noted the most salient points, and did not overburden themselves with irrelevant material.

Another session was devoted to outlining. The proper way to outline material was discussed. Students then made two outlines from written reports given to each student. The following week the students were provided with an outline and from these they developed paragraphs. We discussed the principles involved in the construction of paragraphs.

Vocabulary lists were discussed and some word exercises were done. Under the aegis of vocabulary work we also touched on some spelling as well as homonyms and synonyms.

For the test taking session each student developed a short test on the subject they were taking for their morning class. The tests consisted of 10 multiple choice, 10 true and false, and an essay question. Students could switch their test taking with another student taking the same morning class; this served as a review for students' final exams.

The Study Skills Workshop met with varied success. Students seem to feel the subjects covered were valid, but suggestions for next year included more note-taking in conjunction with the use of equipment used by visually impaired students. They also indicated that the drop-off in attendance that occurred as the semester progressed was due to the fact that because no actual grades were given it was difficult to have a standard against which to judge achievement or success.

In planning for next year's program it would be helpful if the person responsible for study skills and/or research were able to learn as much as possible about the students as soon after their acceptance in the program as was feasible

with the myriad of individual differences present in such a group, the more information the professional staff has at their finger tips, the better prepared they are to plan workshop content to meet each individual's need.

Sherry Green, Ph.D.
Resource Teacher
July 31, 1980

LIBRARY/RESEARCH WORKSHOP

The Library/Research workshop was intended to introduce students to the library and the resources available which are best suited to their needs at this stage in their college career.

A tour was given of the library facilities with particular emphasis on reference publications and periodicals.

It was suggested that each student prepare the basic components of a research paper, an outline and a bibliography concerned with his/her own eye condition. A complete paper was not written due to the short time-span of the program.

Students were not enthusiastic about the assigned topic and although it might have been beneficial for them to know more about their eye condition, its etiology and prognosis, the topic should have been one of their suggestion. The concept of the workshop was a good one, and we should perhaps be more flexible in planning the specific content in order to best tap the interest of the group.

Sherry Green, Ph.D
Resource Teacher
July 31, 1980

EDUCATIONAL MATERIALS

One of the major goals of the Summer Program has always been to provide as much educational and occupational materials for the students. Students have access to the Queensborough Library and a special Occupational Information Library on tape.

Additionally, staff members provide students with lists of resource facilities and agencies which could provide helpful services to the students.

Staff members also explain in great detail how to use such services as Recordings for the Blind and the American Foundation for the Blind. Students are very strongly encouraged to contact their colleges early in the Summer Program in order to provide enough time for RFB to prepare books.

PSYCHOLOGICAL WORKSHOPS

Purpose

The primary aim of the psychological workshops was to develop a means of communication through what is termed "rap groups." The goal of the groups was to provide an atmosphere of trust in order that each person could openly and freely express individual feelings, thereby developing self-awareness and enhancing self-respect and self-confidence. Exploring specific feelings regarding visual impairments was also a main focus of the group.

Structure

All students participating in the Summer Orientation Program were divided into three rap groups, with each group having two facilitators and in most cases a peer counselor. Groups met weekly for one hour.

A fundamental rule of confidentiality was stressed in order to ensure a climate of trust. Each rap session had a specific theme, although meetings were primarily unstructured, building upon an expressed feeling or particular area of concern. All group members were encouraged by the facilitators to participate.

Areas of Discussion

Generally the groups focused on getting in touch with and expressing feelings, as opposed to dealing with cognitive concerns. Again, a climate of openness and acceptance was a fundamental aim in order that each individual be provided a stronger feeling of self. The groups spent the largest portion of time on the ways their lives were affected by visual limitations and their feelings about these situations.

The following topics were discussed during the rap sessions:

- interpersonal relationships - making friends, dating
- relationships with parents, siblings, other family members
- fears of progressive eye conditions
- need for independence

- expectations of self vs others' expectations of us
- general fears of attending college
- the how and when of informing others of your visual limitations
- problems of being partially sighted
- assertiveness, being in control of self
- first impressions and how they changed over the summer
- awareness of strengths and needs
- mourning the loss or lack of one's vision
- dealing with anger, frustration
- focus on positive life experiences
- issues of race and how they affect the individuals

Participants appeared to be sensitive and interested in each other's growth. Feelings of concern, support and encouragement were genuinely expressed.

Individual Sessions

An individual meeting was scheduled with each student, in the hope that students less willing or able to speak up in a group would have an opportunity to share feelings and concerns.

Conclusion

Interactions among members of the rap groups appeared to have an observable effect on how individials felt about themselves and interacted with others. Each group, possessing its own distinct personality, ended with a positive feeling. Growth in personal insight and respect for each other were noticeable effects. Also, feelings of trust, warmth and openness, as well as care and concern for each other resulted. The honesty involved in the sharing of feelings and experiences, especially with regard to visual limitations, provided significant growth for group members.

Joel Pincus, Counselor/Group Facilitation
Heidi Jadelskyj, Social Worker/Group Facilitation
Thomas DeRosa, Counselor/Group Facilitation
July 31, 1980

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CAREER WORKSHOPS

The primary goal of the Career Workshops was to develop an understanding of the relation of the student's self-knowledge, values, interests, abilities and limitations to the career exploration and career choice processes. Secondary goals included: stimulating student introspection; presenting career information resource materials; and orienting students on resume preparation and job interview behavior.

Students met in small groups of seven or eight for an hour each week for six weeks. In addition, each student met at least once, for an hour, with the workshop leader for individual counseling and interpretation of standardized vocational appraisal inventories.

Session I

Presentation of workshop groups. Getting acquainted exercises. Exploration of myths concerning career limitations for the visually impaired. Discussion of students' career and educational plans. Distribution of Strong-Campbell Vocational Interest Inventory.

Session II

Explanation of Occupational Outlook Handbook and the tape library of occupational information for the blind. Participation in Values Auction as described on Page 25 of A Practical Guide to Value Clarification by Maury Smith.

Session III

Discussion of values and interests in relation to educational and career plans. Exploration of influence of present visual condition and prognosis on career planning.

Session IV

Administration of the "Hall Occupational Orientation Inventory".

Session V

Interpretation of Hall Inventory. Exploration of elements of work and relation to personal needs. Examination of specific career goals in light of Hall results.

Session VI

Presentation of materials on resume preparation and job interview behavior. Re-examination of career goals in light of participation in this program. Discussion on living with uncertainty and strategies for changing goals in light of maturing interests, new experiences, and the job market.

Methods of listing career goals while in college, including course content, co-curricular activities, voluntary or part-time work. Exploration of the role of Placement Office as source of career information and use of counseling services to further crystallize career goals.

During the individual sessions with the workshop leader the results of both the Strong-Campbell and Hall inventories were interpreted in light of the student's career and educational plans. Where appropriate, students were encouraged to explore additional career areas.

Recommendations:

Career choice is a dynamic process which goes on over a period of time. Many students in the program felt constrained by the tentative choices they had expressed to their RCS counselors. Since, except for their vision, they are typical of others who are starting college, it is strongly recommended thay be given the same latitude to change their goals as many of their fully sighted contemporaries will as more information and experience is gained.

Prof. Thomas J. McNulty
Career Counselor
July 31, 1980

PARENT/FAMILY MEETINGS

Past experience has shown that many parents of a late adolescent who is either blind or partially sighted have great difficulty "letting go" of the young woman or man, and that the opportunity to share feelings and experiences with other parents is invaluable.

Parents and family members are strongly encouraged to attend and participate in these meetings.

This year we were pleased to have two parent-family meetings: one on July 8th, led by Ms. Bernadette Wynne, formerly a co-director of the Summer Program and currently on the staff of the National Helen Keller Foundation, and Elliot Rosman, formerly director of the Summer Program and currently the Director of Disabled Student Services at Queensborough; the other meeting was held on July 28th and was led by Bernadette Wynne.

Most of the parents and family members were related to the younger students and were very eager to share experiences, feelings, material concerns. A great deal of support for each other was shown. A major part of the discussion centered on trust, "letting go", allowing one to establish independence and a sense of identity.

Virtually the entire staff was present for families to consult with and receive feedback about the students' efforts. Members of the staff have always felt that the family members need more opportunities to openly discuss the issue of blindness. There is great misunderstanding about the limitations of a disability - both physicallyand psychologically. Family members need support and reassurance from both professionals and other families in order to understand their family members and allow them to develop and grow in an atmosphere of love and trust.

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EDUCATIONAL AND RECREATIONAL PROGRAMS

The Friday outings had much value for the students in that:

(1) Students had an opportunity to get to know each other better and to establish what is hoped will be long -term friendships. A physical handicap often unnecessarily confines one to being an isolate, but when prople meet regularly in a relatively unstructured environment, socialization becomes more natural and less stressful. Even the shy and self-conscious lose some of their self-limiting inhibitions.

(2) Students had a chance to enjoy themselves and turn their attention away from their disabilities and toward pleasurable experiences. Students, therefore, received an object lesson in the principle that life can be worthwhile and enjoyable in spite of one's physical disabilities. A re-affirmation of the value of living is thus an important consequence of these group outings.

(3) Students' self-confidence and openness to new experiences were strengthened, for students could graphically see how easy it was for them to socialize and take in the sensations that the outings provided. From such experiences I would hope that the students would, on their own, undertake to have more and varied new experiences.

JUNE 20TH, BOWLING/MOVIE

Due to rain, the group's first scheduled trip -- which was to be to Hempstead Harbor Beach -- was cancelled, and instead a trip to the movies and bowling provided the day's activities.

Many of the students had previous bowling experience and helped the staff aid those who were enjoying the sport for the first time. The Bayside Bowling Lanes staff was very co-operative and assisted our staff in setting up the necessary guide-rails to facilitate the players' bowling.

For lunch we went to the Bay Terrace shopping center, where students were given the opportunity to select whichever restaurant they wanted. Some students enjoyed an Italian meal; others savored some pungent Chinese dishes. After lunch we rendezvoused at the Bay Terrace movie theatre where we all saw the film "Wholly Moses". Unfortunately, the movie did not live up to our expectations.

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However, the group seemed to enjoy the day's outing, and friendliness among all group members, students and staff, was at a high level during the entire outing.

JUNE 27TH, HEMPSTEAD HARBOR BEACH - PICNIC

Hempstead Harbor Beach, the scene of our second outing, was chosen because of its excellent layout (e.g., sandy beaches, grassy shaded spaces) and its numerous sports facilities (e.g., rollerskating rink, baseball field, basketball court, miniature golf, shuffleboard courts).

The temperature was in the 90's and the water was a welcome relief from the heat. The day was spent with both students and staff enjoying one another's company, swimming, engaging in various sports and joining in sing-alongs that were accompanied by members' guitar playing.

Luncheon, which included barbecued hamburgers (grilled by students), hot dogs, soda and watermelon, provided a pleasant interlude. Everybody seemed to be a fan of alfresco dining.

The unanimous decision was that the day was a success. It was obvious that everyone had a great time.

JULY 11, STATUE OF LIBERTY/LUNCHEON IN CHINATOWN

Since many of the students in the program are from Nassau and Suffolk counties, and had never visited the Statue of Liberty or Chinatown, we thought it would be a good idea to take in those sights.

At 10:30 A.M. the group set sail on a Circle Line ship bound for Liberty Island. For the next few hours we climbed the famed statue, eventually ascending to her crown. We explored the museum in the base of the statue, taking in the view of downtown Manhattan and the passing boats.

Some students bought souveniers in the gift shop and others shared in friendly conversation over a mid-morning snack.

When we docked at Battery Park we boarded our vans and traveled through the financial district and arrived in Chinatown for lunch. Here we divided into small groups, each group going to a different restaurant. A gourmet's

adventure followed, with new taste treats experienced by all.

During the trip home we had lively discussions, recounting the day's activities.

JULY 18TH BROOKLYN BOTANICAL GARDENS/BROOKLYN MUSEUM

Students were asked to make suggestions for educational activities, and many expressed interest in visiting botanical gardens. So, after some discussion, we decided on going to the Brooklyn Botanical Gardens and the Brooklyn Museum, which because it is right next to the Garden, enabled participants to have a choice of activity; some took in both museum and gardens.

Many in the group spent hours wandering through the various floral and arboreal displays. Particularly popular were the Japanese gardens. The fragrances emanating from the many lush plantings were bracing tonics for all. Jarrett showed an especial interest in and enthusiasm for the gardens because of his desire to become a landscape architect.

Lunch was eaten in the museum cafeteria. The day was both informative and relaxing, with students experiencing independence and freedom to explore.

JULY 23RD, THEATRE PARTY

Special thanks to the QCC Association for making our theatre party possible. Students and staff were particularly looking forward to this day, and it was a huge success.

We began by having a leisurely luncheon at the Gazebo Restaurant in Roslyn, and after a short ride arrived at the Northstage Theatre in Glen Cove, where we saw the play "Grease".

The performance, energetic and reminiscent of a by-gone era was thoroughly enjoyed by everyone, with some of the older participants identifying with the play's characters.

With the final curtain and applause, came the end of a perfect day. All enthusiastically agreed that a theatre party should be included in every summer program.

JULY 25TH, SAGAMORE HILL/GARVEY'S POINT

For our final excursion we decided to pick a place which would be interesting, fun and would allow time for personal interaction. We decided, therefore, to spend a morning at Sagamore Hill, Theodore Roosevelt's home in Oyster Bay, to be followed by lunch at Garvey's Point.

Sagamore Hill, an historic landmark, gave us the opportunity for a mini-history lesson. It provided not only a view of Oyster Bay, and a look at how one of our presidents' and his family lived, but it also had an interesting museum and film presentation.

Later, a picnic at Garvey's Point provided the opportunity to swim, take a nature walk on one of the marked trails, browse in the Indian museum, or just sit and chat with a friend.

This leisurely day allowing time for everyone to enjoy one anothers' company seemed like the ideal way to spend one of our last days together.

JULY 28TH, SAILING AT HEMPSTEAD HARBOR BEACH

Nassau County owns a 50-foot sloop, the Belle Four, which is made available for special groups. Arrangements were made to take those students and staff who were interested in sailing on a trip around Hempstead Harbor. A group of about 12 people eagerly sailed on the evening of Monday, July 28th. The staff of the vessel is very knowledgeable about sailing and gave the students an opportunity for a "hands-on" experience. It was a lovely, pleasurable evening enjoyed by those who participated.

JULY 29TH, DEAN'S BANQUET

Again, this year, Dr. Irving Slade, Dean of Students of Queensborough Community College, hosted a luncheon honoring the students for their academic efforts and personal growth during the program. Other members of the QCC administration, including President Schmeller, were also on hand to offer their congratulations. Dr. Evanoski lauded both the students for their success and the staff for their commitment to the program.

Dean Slade conveyed to Dr. Evanoski the thanks and appreciation of both students and staff for her continued concern for each student's welfare and for her unflagging devotion to the program.

Following lunch, guests, students and staff looked at the work of student ceramacists and at photographs of some of the summer's activities, while reminiscing on their shared experiences.

JULY 31ST, END OF PROGRAM CELEBRATION

On Thursday, July 31st, the summer program came to a close. With final exams over, students and staff threw a farewell party. Amidst the music, dancing and refreshments (which included four-foot hero sandwiches, Carvel ice cream cake), there were an ample amount of kissing, hugging and exchanging of addresses.

As the final goodbyes were said, it was agreed by all that the summer had been both fun-filled and worth while for all participants -- both students and staff members.

Carole Guy,
Coordinator of Educational
and Service Activities/
Peer Counselor
July 31, 1980

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SPECIAL WORKSHOPS/SEMINARS

In an effort to expand the students' knowledge in a wide variety of areas, special seminars were offered as part of the summer program.

FIRST AID EMERGENCY WORKSHOP, ELLIOT ROSMAN, JUNE 24TH

Elliot Rosman, Director of disabled students at Queensborough, gave interested students a demonstration of first aid procedures and emergency techniques. Many people may be unaware of how to administer first aid treatment to themselves, and Mr. Rosman briefly discussed various techniques. It was a very informative presentation for those who responded.

EQUIPMENT DEMONSTRATIONS

During the course of the program, several mini demonstrations were held to explain the use of such pieces of equipment as the Visual-Tech machine, steno mask, variable speed tape recorder.

Students were also given a list of libraries in their home areas which had the Kurzweil machine.

EXPLANATION OF THE POLICIES OF THE NEW YORK STATE COMMISSION FOR THE BLIND AND VISUALLY HANDICAPPED, JULY 2ND.

On Wednesday, Georgine Volkommer, Senior RCS counselor at Jamaica, Queens, and Mary Anne Bonner, RCS counselor at Westbury, Long Island, spoke to the students about the present and revised Commission guidelines and how they affected the students. This was an area of great interest and importance to the students, and the guest speakers were well received.

BIRTH CONTROL AND SEXUALITY, MAXINE SILVERS, JULY 9TH

Adolescence is a difficult time for many persons. There are choices which need to be made about careers , college, friendships, and relationships. Physical changes often create emotional turmoil.

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Peoples' self-images are enhanced when they feel competent, knowledgeable and get good feedback. Human sexuality is a basic need and yet an area often neglected in Educational programs. To meet the needs particularly of the late adolescent students and validate the importance of sexuality, a workshop on this topic was arranged.

On Wednesday, July 9th, Maxine Silvers, Director of Counseling at Eastgate Medical Center, gave a very informative and interesting lecture on human sexuality, and the use of birth control. The educational inportance of sexuality and birth control was reflected in the attention and questions of the students of all ages. Ms. Silvers was particularly skilled in both her candid explanations of various forms of birth control as well as having the group feel comfortable and at ease.

GENETIC COUNSELING, JESSICA DAVIS, MD. CHILD DEVELOPMENT CENTER, NORTH SHORE UNIVERSITY HOSPITAL, MANHASSET, NEW YORK, JULY 16TH

Dr. Jessica Davis, a geneticist from North Shore University Hospital discussed the importance of persons knowing and understanding their eye diseases, conditions and the genetic implications of particular diseases. Dr. Davis briefly discussed hereditary and the structure of genes.

Since it was impossible for Dr. Davis to discuss, in depth, each individual eye condition, and the genetic implications, she arranged to have someone from the Child Development Center come to Queensborough on Monday, July 28th and meet with students individually. Students were given Family Historys Forms to complete prior to the individual meetings.

Dr. Davis encouraged and welcomed students to use the personnel, and facilities of the North Shore Univesity Hospital.

RESIDENCE LIFE PROGRAM

Fourteen students in the Summer Program had the opportunity to live in a residence hall at Hofstra University, under the supervision of two trained peer counselors. The group consisted of 4 females and 10 males.

In general, the students were independent, cooperative, and excited about the opportunity of living somewhat on their own. During the initial adjustment period several of the partially sighted students were enormously helpful to the students who were totally blind.

On the day the students first moved into the dormitory, some staff members and the peer counselors were available to help the students and make them feel comfortable, and to meet their families. The first evening the staff had a dinner party for the students and also a general informational get-together. The staff continued to have regular meetings with the resident students.

At mealtimes, the students could choose to eat at the university cafeteria, cook their own meals, or travel to a neighborhood restaurant. Students chose to vary their eating habits.

Students had use of the general lounge for the entire building. Again, students had the opportunity to decide how to spend free-time. Some students interacted with others easily, some kept to themselves. Efforts were made to reach out and include students who were shy or withdrawn, always leaving the final choice up to the individual.

Games with Braille adaptations were available for student use. The peer counselors would often plan movies, shopping and banking trips, picnics, trips to the beach, and other outings for the students.

For many of the students, living in the dormitory was the first opportunity to "be on his/her own", away from parents and the security and sometimes overprotectiveness of the home. It was a challenging experience to some, initially frightening, exciting to others. Some students began to realize what strengths and capabilities they had, that it was possible to be independent, to be self-reliant, to know where more skills were needed for independent living.

The younger students showed an exciting personal growth, perhaps more so than the older students who seemed very much to appreciate privacy and a respect for themselves and their capabilities.

The residence component is a valuable component of the program, providing an opportunity for growth in important areas.

OPTIONAL SCHEDULING

The academic courses which were part of the regular college course offerings were held from 9 a.m. to 11:10 a.m. Most classes met on Mondays, Tuesdays, and Thursdays. A few students also had class on Wednesday morning.

All students were required to participate in the Resource Workshop, one Career Counseling Workshop, one Psychological Workshop, known as the Rap Group, the Library/Research Workshop, and one Introduction to College Life Workshop.

Staff members also met with the students individually and in small groups to discuss needs and select other workshops.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9-10	QCC Academic Course	QCC Academic Course	QCC Mobility Course Ind. Equipment Study Groups Intro. To College Mobility	QCC Academic Course
11-12	Swimming Lunch Mobility	Lunch Mobility	Lunch Swimming Athletics	Acting Lunch Mobility
12 noon - 1 p.m.	Lunch Braille Typing	Typing Music	Mobility Lunch Braille Ceramics	Lunch Intro. to College Braille
1:10 - 2:10 p.m	Mobility Study Skills Career	Mobility Rap Group Braille Typing	Mobility Ceramics Rap Group Braille Career	Mobility Study Skills Career Braille
2:15 - 3:15	Resource Workshop (All)	Mobility Rap Group Braille Athletics	General Workshop (All)	Library Research Workshop (All)

BRAILLE WORKSHOPS

I AN OVERVIEW

Each student was scheduled for individual instruction. The course content was based on the individual need. This ranged from beginning Grade one braille to Nemth code. Each student had at least one hour per week session for the duration of the program. This workshop was optional.

II BEGINNING BRAILLE

The goals for the students who began braille this summer were to reproduce and tactually read letters of the alphabet. The purpose of this workshop was to introduce the student to a basic understanding of braille. The progress of the students varied depending upon individual motivation and ability. Materials for further study were suggested for some students. Further remediation was suggested for the students who wished to use braille as a viable means of communication.

III ADVANCED GROUP

This group primarily worked on improving their reading and writing skills using Grade two braille. The students who were in this group had an understanding of Grade two braille previous to the start of the program and wished to work on specific problems they were encountering, either with contractions or speed and accuracy. This workshop basically helped to improve skills which the student already had.

IV ADVANCED GROUP

The focus of this group was to work primarily on learning Nemith code (braille math). The students who participated in this workshop wished to use Nemith code to assist them in college math courses they would be taking.

V TOOLS

The following tools were implimented in our instruction of braille:

two braille writers
five copies of Braille in Brief by Krebs
Material which the staff developed
two copies of ABC's of Braille also by Krebs

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VI RECOMMENDATIONS

It is strongly recommended that this program purchase at least two more braille writers. It is impossible to instruct four students simultaneously using only two braille writers. Some styluses should also be purchased since the program owns slates which are useless without a stylus. One copy of "Manual for Braille transcribing" from the Library of Congress, and two copies of the Braille Supplement to this manual would be helpful for instruction of the more advanced students.

Kathleen Davis
Thomas DeRosa
Heidi Jadęlskyj
Joel Pincus

Braille Instructors
July 31, 1980

INTRODUCTION TO COLLEGE LIFE WORKSHOP

A new workshop, introduction to College Life, was incorporated into the 1980 Summer Program. Although the entire thrust of the Summer Program has been to provide a realistic orientation to college, there was no specific workshop which dealt with specific issues of a college orientation program. Since the transition from high school or the world of work is often confusing and difficult, the Introduction to College Life Workshop was designed to:

1. Introduce new college students to Queensborough and college in general by explaining college life and requirements, highlighting differences between high school and college, and to familiarize students with college procedures;

2. help new students negotiate the college system and understand academic programs by explaining academic terminology, rules, and regulations;

3. acquaint new students with the career development process and decision-making skills;

4. introduce students to resources available on a college campus;

5. discuss the advantages and disadvantages of boarding vs. commuting, and college and roommates vs. private rooms.

The workshops were planned by the professional staff, and run by the peer counselors. Many students with previous college work shared their experiences and helped facilitate discussions.

Students were also introduced to some basic assertiveness training techniques.

A hand book entitled Off to College was given to each student.

INTRODUCTION TO ACTING WORKSHOP

The introduction to Acting Workshop was an experimental workshop providing practice in the art of acting in a relaxed and informal atmosphere. Some students eagerly registered for the workshop, others were somewhat unsure, but the group interaction soon had all participants feeling spontaneous and relaxed.

The group participated in theatre games, exercises in sense impression, character development, characterization, and improvisations. The group also rehearsed an adapted scene from Butterflies Are Free.

The acting workshop provided a very special and beneficial way for students to be creative, to get in touch with feelings, and to interact with others. There was also a very joyful aspect of the workshop.

Robert Simons
Acting Workshop Leader
July 31, 1980

ATHLETICS WORKSHOPS/SWIMMING

The Athletics Workshops were optional although students were encouraged to participate. Complete use of athletic facilities were available to the students although most chose to either work out on the universal gym, play basketball, or paddleball, or run track. Students also participated in athletic exercises during some Friday activities.

Several students chose to swim in the olympic swimming pool.

Overall, the students were very enthusiastic about the workshops and enjoyed the physical activities.

Douglas Harvey
Lawrence Tucker
Athletic Workshop Leaders

CERAMICS WORKSHOP

Under the instruction of John Classi, an experienced ceramicist, students explored the variety of techniques used in hand-building with clay. Each week the group gathered for two hours (on Wednesday) and attempted a different technique, including pinch-pots, soiling, and clay slabs.

The instructor gave the students, and staff participants and helpers, a basic history of clay, and discussed its many functions. Students were encouraged to get the feel of the clay and allowed to experiment and use their imaginations with regard to each technique.

The aims of the Ceramics Workshop were many. Basically, it gives the students a chance to be creative, to relax. Finally, this workshop also provided the student with a sense of pride and accomplishment with their finished creations.

Kathleen Davis
Ceramics Workshop Assistant
July 31, 1980

MUSIC WORKSHOP

This summer's music workshop was a combination of work and play. We worked together as a musical group with the intention of finally involving all or our musical gifts into one or two good songs. By the end of the summer, the group could play "Annie's Song" by John Denver and "Amazing Grace." We incorporated a piano, flute, clarinet, many guitars, trumpet, and vocals. We also spent a great deal of time teaching one another and playing each other's favorite songs.

The piano was always available to the students in a lounge area of the program's center so that people would often play and gather around.

Although the music workshop was primarily recreational, the environment and interaction promoted important psychological and social growth among the students.

Laurence Tucker
Music Workshop Facilitation
July 31, 1980

TYPING WORKSHOP

Typing, an optional workshop, was offered twice a week, on Monday and Tuesday afternoons for an hour each day. Most students attended one hour per week, while others chose to attend both sessions.

Each workshop was divided into two groups, beginners and more advanced, with a peer counselor leading each group.

The beginner group worked on learning the parts of the typewriter, the keyboard, basic skills of touch typing, and helpful hints.

The more advanced group worked on the format of personal and business letters, addressing envelopes, setting-up and typing a bibliography, practice paragraphs and essays for accuracy.

It was also explained to the students that individual follow-up work at home should also accompany this workshop because of the quantity of work covered and the relatively short amount of time we had together.

Kathleen Davis
Doug Harvey
Typing Workshop Instructors
July 31, 1980

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SUMMARY OF STUDENT EVALUATION

At the end of the Summer Program, all students were asked to complete an evaluation of the program. The staff was most concerned about honest responses and feedback. The forms could be completed anonymously.

Most students learned about the Summer Program from their RCS counselors, although a few students were referred by people at the Light House or the Industrial Home for the Blind. Most students participated in the Summer Program because it was mandated by their RCS counselors, although some came voluntarily and willingly to prepare for college and improve basic skills.

Many students expressed that they wished they had known how good the program was before they came. (This was expressed by several students and seems to mean that initial attitudes may have been more positive and more effort would have been put forth had they known it would be such a positive experience.) Students also expressed a desire to have known more about each individual workshop before the program began so as to make better choices.

The following responses were given to the question regarding the most valuable part of the Summper Program:

- the people - the staff and the other students were wonderful
- the enire program was valuable
- met new friends I will always have
- helped me realize my career goals were not well-defined
- net people my age with a similar visual impairment and I was comfortable with them
- the academic course was a great introduction to college
- got a good feel for what college is like
- living in the form was a good learning experience; the independence was very important
- improved my study habits

- being treated as a person with a handicap and not as a handicapped person

- being on my own

- experimenting with many different visual aids

Most students would have changed very few aspects of the program. Most workshop experiences were rated as very worthwhile, although students gave critical feedback about areas such as study skills which needed improvement. Suggestions were also made that some workshops or assignments be optional rather than required.

The following were some responses to ways in which the Summer Program helped make changes in their lives:

- I experienced growth in self-confidence and it was a good preparation to higher education-

- helped me observe a lot of difficulties and to work on areas that needed improvement

- found out that education is important

- I feel more secure about going to college and becoming more independent

- helped me realize I have ability to do college-level work and that I can adjust to all kinds of people

- made me feel safe and sure about living on my own

- I am more comfortable with my disability and I can deal with it.

- I discovered I had more inner strength and sense of purpose that I was aware of

In response to how the Summer Program helped to develop career plans, students responded as follows:

- I realize that my ideas and values can change as I get older and experience more things

- it gave me insight and I did not have to make any decisions now

- I am more aware of apportunities ahead of me

- it helped me clarify career ideas and to refine my directions

Students unanimously would recommend the Summer Program to other friends or acquaintances who are visually impaired. The experience was seen as positive, challenging, and very worthwhile, as well as an excellent opportunity to experience college life and independence.

APPENDIXES

INTERVIEW FORM FOR WORKSHOPS

6/11/80

Student's Name _____

1. Each student is required to enroll in the following workshops:

   Resource workshop
   Study Skills workshop
   Career workshop
   Psychological workshop

2. Do you need an orientation to the QCC campus? Please elaborate.

3. Do you need an orientation to the Hofstra campus?

4. Do you want/need mobility training? Explain

5. Please indicate whether or not you are interested in participating in the following workshops: (please ask students to elaborate on how much he/she knows about the skills involved)?

   ____ a. Braille
   ____ b. English
   ____ c. Library skills
   ____ d. Typing
   ____ e. Athletics/exercises/body building
   ____ f. Ceramics
   ____ g. Swimming
   ____ h. Acting and theater production
   ____ i. Handwriting

INTERVIEW FORM FOR WORKSHOPS

Student's Name _____ 6/11/80

6. List equipment you have:

7. List equipment you have ordered:

8. Do you have a checking account?

9. Is English your second language?

10. Is your handwriting legible?

11. Are you familiar with Social Security services?

12. Do you have any other physical limitations besides visual disability? Please explain.

13. What educational/recreational activities would be of interest to you?

14. How do you plan to commute to QCC each day? Please be specific (eg. van from Hofstra, LIRR to ___).

15. How much are your train, bus fares each day, one way?

Interviewer _____

Date _____

SOURCES OF BOOKS, MAGAZINES, AND EDUCATIONAL MATERIALS

AMERICAN PRINTING HOUSE FOR THE BLIND, INC.

1839 Frankfort Avenue
Louisville, Kentucky 40206
tel # 502 825-2405

Provides textbooks and educational aids for all students attending schools and/or special educational institutions of less than college grade. Publishes the Readers Digest and Newsweek magazines. Through its Instructional Materials Center provides a reference-catalogue service for volunteer produced textbooks in all media for visually handicapped students, plus information about other sources of materials for those interested in the education of the visually handicapped. Excellent catalogue!

AMERICAN THERMOFORM CORP.

8640 East Slauson Avenue
Pico Rivera, Calif. 90660

The only company which produces plastic thermoform paper for braille duplication. 500 sheets/box $35.00.

NBA BRAILLE TECHNICAL TABLET BANK

2100 North Woodward Avenue, # 108
Royal Oak, Michigan 48073

A bank of technical, scientific and mathematical tables available for thermoforming. Send a Xerox copy of the table you need.

BRAILLE CIRCULATING LIBRARY

2700 Stuart Avenue
Richmond, Virginia 23220
tel # 304 FI 9-3743

Free lending library lends devotional, evangelistic, juvenile biographical, Bible studies, psychology and fiction, in Braille and on talking books and tape.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue
Los Angeles, Calif. 90020
tel # 213 663-1111

Publishes books and magazines in Braille. Provides tape duplication.

BRAILLE TALES

Braille, Inc.
184 Seapit Road
East Falmouth, Mass 02536

Produces current fiction and non-fiction including best-sellers, for sale.

CENTRAL CATALOGUE

Instructional Materials Reference Center
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Maintains a central catalog of all braille books produced, nation-wide. Contact them before asking a volunteer group to braille for you; they will arrange thermoforming if necessary.

CHRISTIAN RECORD BRAILLE FOUNDATION, INC.

4444 South Fifty-second Street
Lincoln, Nebraska 68506
tel # 402 488-0981

Publishes books and magazines for all age levels in braille, large print and on tape, discs and cassettes. Operates free lending library. Through 85 district representatives across the U.S. and Canada offers counseling to newly blinded persons and relatives. All services, including publications, are free.

CLOVERNOOK PRINTING HOUSE FOR THE BLIND

7000 Hamilton Avenue
Cincinnati, Ohio 45231
tel # 614 522-3860

Prints Braille books, magazines, catalogs and other publications for national organizations. Publishes braille magazines on a subscription basis. Distributes free Braille calendar and books for young children.

DIALOGUE PUBLICATIONS, INC.

3100 Oak Park Avenue
Berwyn, Illinois 60402
tel # 312 749-1908

Produces on soundsheets and in braille, an excellent magazine, Dialogue, a quarterly magazine of original articles and stories, plus information of special interest to blind people. Publishes a newsletter, the Log, a quarterly report of organization's activities. Also sells mail containers for tapes and cassettes.

HADLEY SCHOOL FOR THE BLIND

700 Elm Street
Winnetka, Illinois 60093
tel # 312 446-8111

Provides academic and vocational education through free-correspondence courses in braille reading and writing, high school courses, college courses on an individual request basis in cooperation with the University of Wisconsin and other universities, Bible studies, and a number of vocational and avocational subjects. Teaches English as a second language. Speakers bureau. Write for free catalog.

GOSPEL ASSOCIATION FOR THE BLIND, INC.

15-16 College Point Blvd.
College Point, N.Y. 11356
tel # 212 353-7577

Has free circulating library of braille books, discs, tapes and cassettes. Conducts weekly radio broadcasts.

G. K. HALL AND CO.

70 Lincoln St.
Boston, Mass 02111

Publishers of large print books. See also LARGE PRINT BOOK CLUB.

HOWE PRESS OF PERKINS SCHOOL FOR THE BLIND

175 North Beacon Street
Watertown, Mass 02122
tel # 617 924-3434

Manufactures and sells the Perkins Brailler, slates, styli, mathematical aids, games, braille printing equipment, braille-vision books for children, maps and music, heavy and light-grade braille paper. Good catalogue.

INFORMATION FOR COMPUTER PROGRAMMERS;

see WARWICK

LEGAL TRAINING AND INFORMATION

Paralegal Program
Mr. William Coash, Exec. Att.
Calhoun County Legal Aid Society
205 Capitol Bldg.
Battle Creek, Mich. 49014

A new program to train blind people as paralegals, assistants to attorneys. Write for information.

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NATIONAL ASSOCIATION FOR VISUALLY

HANDICAPPED, INC.

3201 Balboa Street
San Francisco, Calif. 94112
tel # 415 221-3201

Produces and distributes large type reading materials to schools, libraries and senior citizen centers, hospitals and individuals on request. Acts as a clearing house of services available for the partially seeing, including low vision and optical services, counseling, etc. Also information for parents, etc. Write for catalogues. Greater New York Chapter:

305 East 24th Street, Apt 17 C
New York, New York 10010
Tel # 212 889-4141

NATIONAL BRAILLE ASSOCIATION/NATIONAL

BRAILLE BOOK BANK

85 Godwin Avenue
Midland Park, New Jersey 07432
tel # 201 447-1484

Brings together all those interested in production and distribution of braille large-type and tape recorded materials for blind and partially sighted readers

in the U.S. NBA Braile Book Bank provides thermoform copies of hand-transcribed texts to blind college and graduate students and professionsl persons at a charge below cost. Write for free catalog, also braille music catalog. Call to see if your college texts are available. Donate your master copies after using them

NATIONAL BRAILLE PRESS

88 St. Stephen Street
Boston, Mass. 02115
tel # 617 266-6160

Provides, on request, tape and disc recordings and braille transcriptions of all kinds of materials, including mathematics and music braille. Maintains small large-print program. Gives priority to requests for high school and college text books and professional materials, but any materials are willingly transcribed.

NEW YORK ASSOCIATION FOR THE BLIND

111 East 59th Street
New York, N.Y.
tel # 212 EL 5-2200

Also known as the Lighthouse. This is a full-service social service agency. Wide

range of help available for the blind and partially sighted, including a braille lending library, transcription service etc.

RECORDINGS FOR THE BLIND

215 East 58th Street
New York, N.Y. 10022
tel # 212 751-0860

Lends taped educational books at no charge to visually and physically handicapped college and graduate students, and others who require such materials in their professions or vocations. Currently contains 30,000 titles, 4,000 added every year. Open-reel and cassettes available Write for catalogue, costing $3.00 and annual supplements, which are free.

TELESENSORY SYSTEMS, INC.

Diane Jackson, Regional Representative
118 Braunsdorf Road
Pearl River, New York 10965
tel # 914 735-9223

Manufacturers of Optacon reading machine. Speech Plus Talking, calculator, Sonic aid mobility, tool, etc. Write for catalogue!

VOLUNTEER SERVICES FOR THE BLIND, INC.

919 Walnut Street
Philadelphia, Penn. 19107
tel # 215 627-0600

- Publishes braille editions of periodicals. Provides material in braille, on records and tape for blind students, business and professional people. Conducts classes for volunteer braille transcribers. Optacon training program.

WARWICK RESEARCH UNIT FOR THE BLIND

University of Warwick
Coventry, CV 4, 7AL, ENGLAND

- Puts out informational newsletter in braille for computer programmers.

INFORMATION ON KURZWEIL MACHINE

For those of you who are interested, the Kurzweil machine is available for demonstration and use at several public libraries in the following locations:

New York
Bronx
New York Institute for the Education of the Blind

Brooklyn
Brooklyn Public Library

Farmingdale
State University of New York
Agricultural and Technical College

Hampton Bays
Public Library

Hempstead
Hempstead Public Library

Jamaica
Queens Borough Public Library

Newburgh
Newburgh Free Library

New York City
Veteran's Administration
Mid-Manhattan Library (four)
U.S.Office of Civil Rights

Poughkeepsie
Mid-Hudson Library System

Staten Island
New York Public Library

Suffolk County
Suffolk County Library System
(three)

Uniondale
Nassau Library System

White Plains
White Plains Public Library

FAMILY HISTORY FORM

Your appointment will include a careful survey of your family's medical history. As patients often find that the details of this history take time to recall, we ask you to prepare the attached form (s) before coming to the Genetics Unit. This will allow us more time for discussion and will enable us to provide you with the most accurate information.

Please do not be discouraged. Do the best you can.

INSTRUCTIONS

The attached sheets include a pedigree form (diagrams) and family information sheets.

A. In order to complete the diagram, please use the following code:

FEMALE
MALE
MISCARRIAGE
PREGNANCY
MATES
STILLBORN MALE
STILLBORN FEMALE
TWINS
DEATH

B. When filling out the diagram on the next page, note the individual and the family name at each marriage. If at all possible, diagram the pregnancies from the first to the last im the order in which they occurred, being careful to include all miscarriages, stillbirths, and terminations of pregnancy. Include all individuals with birth defects.

C. What to include:

1. All brothers and sisters of the patient. For patients seeking amniocentesis, the patient is the unborn fetus
2. All brothers and sisters of the patient's parents (the patient's aunts and uncles)
3. All children of the parent's brothers and sisters (the patient's cousins)
4. Maternal and paternal grandparents.
5. Maternal and paternal grand aunts and uncles
6. Maternal and paternal great grandparents, if at all possible.

Patients seeking amniocentesis should exclude pg.2. Read pg. 3, and do page 4etc.

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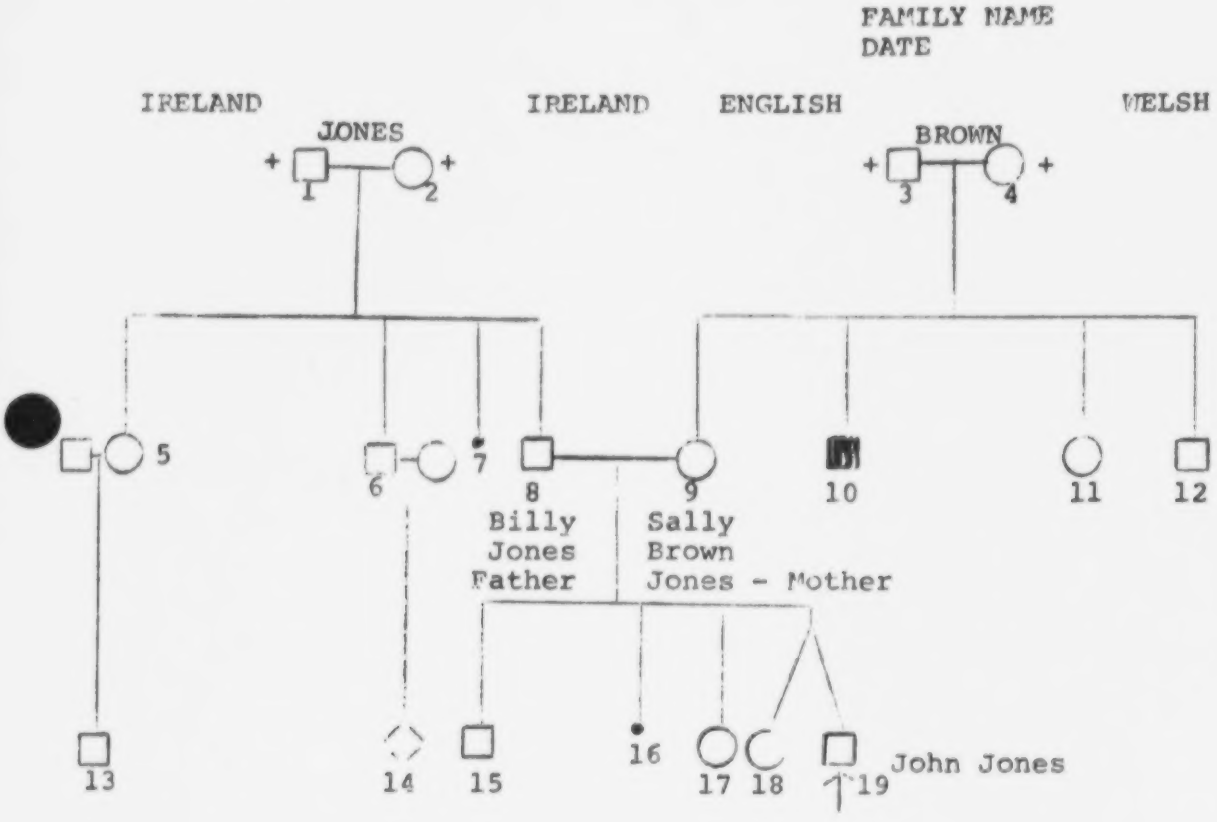
D. 1. Assign each individual a different number (1,2,3,etc.)

2. Each numbered individual can then be recorded on the attached family information sheet.

3. For each numbered individual fill out the information sheet as completely as possible. Include major medical problems such as diabetes, heart disease, hypertension, cancer, endocrine problems, arthritis, anemia, neuromuscular problems, birth defects (specify type if possible), mental retardation, epilepsy and mental illness. Please note the individual's surname and family name.

4. Please note your relatives country of origin.

E. Example 1: The patient is your child, designated by an arrow.



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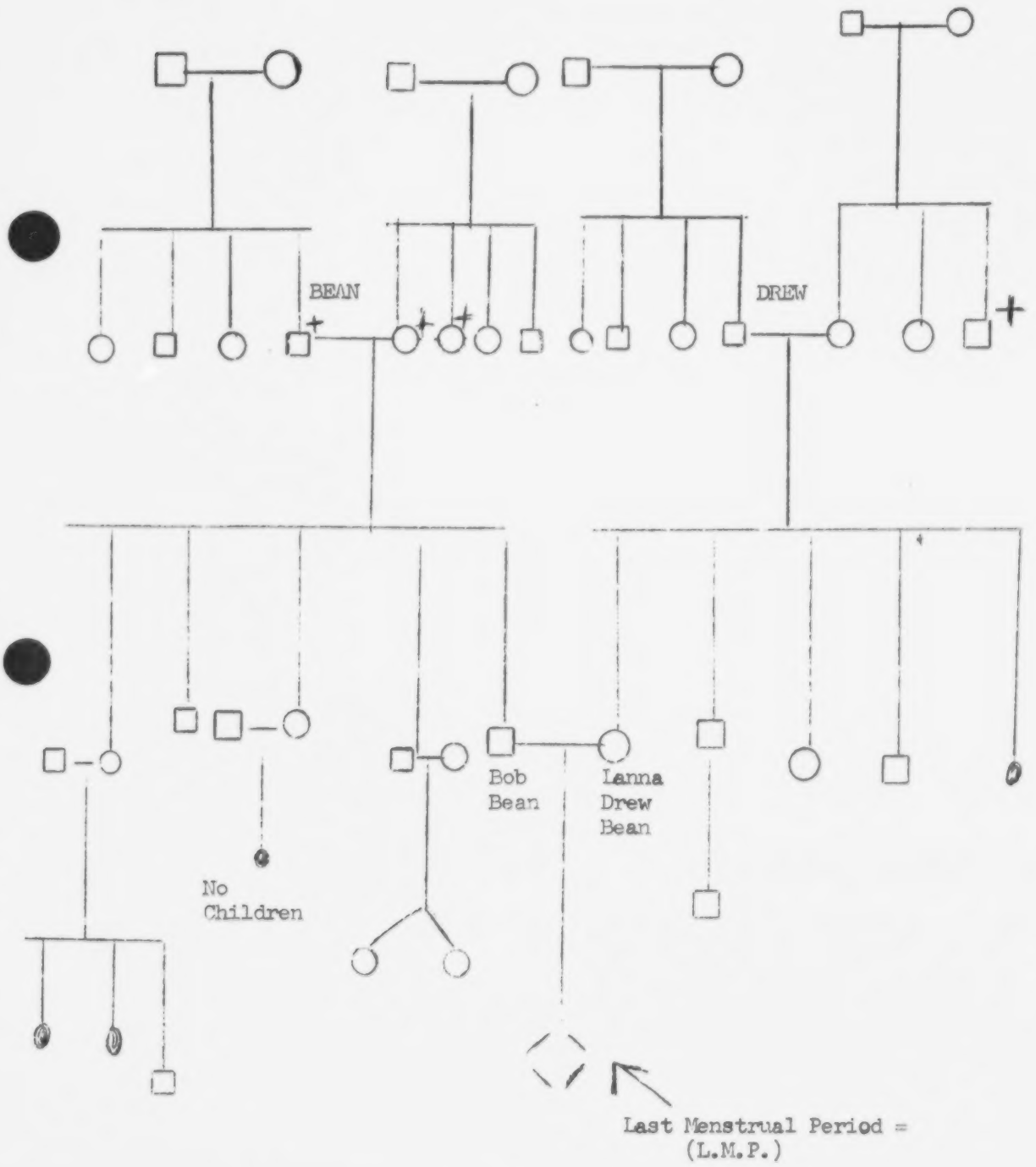
Example 2: You are a couple coming for consultation. Please enter your respective names where mother and father are indicated. If you are pregnant and considering amniocentesis (prenatal testing), the patient is the unborn fetus, designated by an arrow. Please enter the first day of your last menstrual period below.



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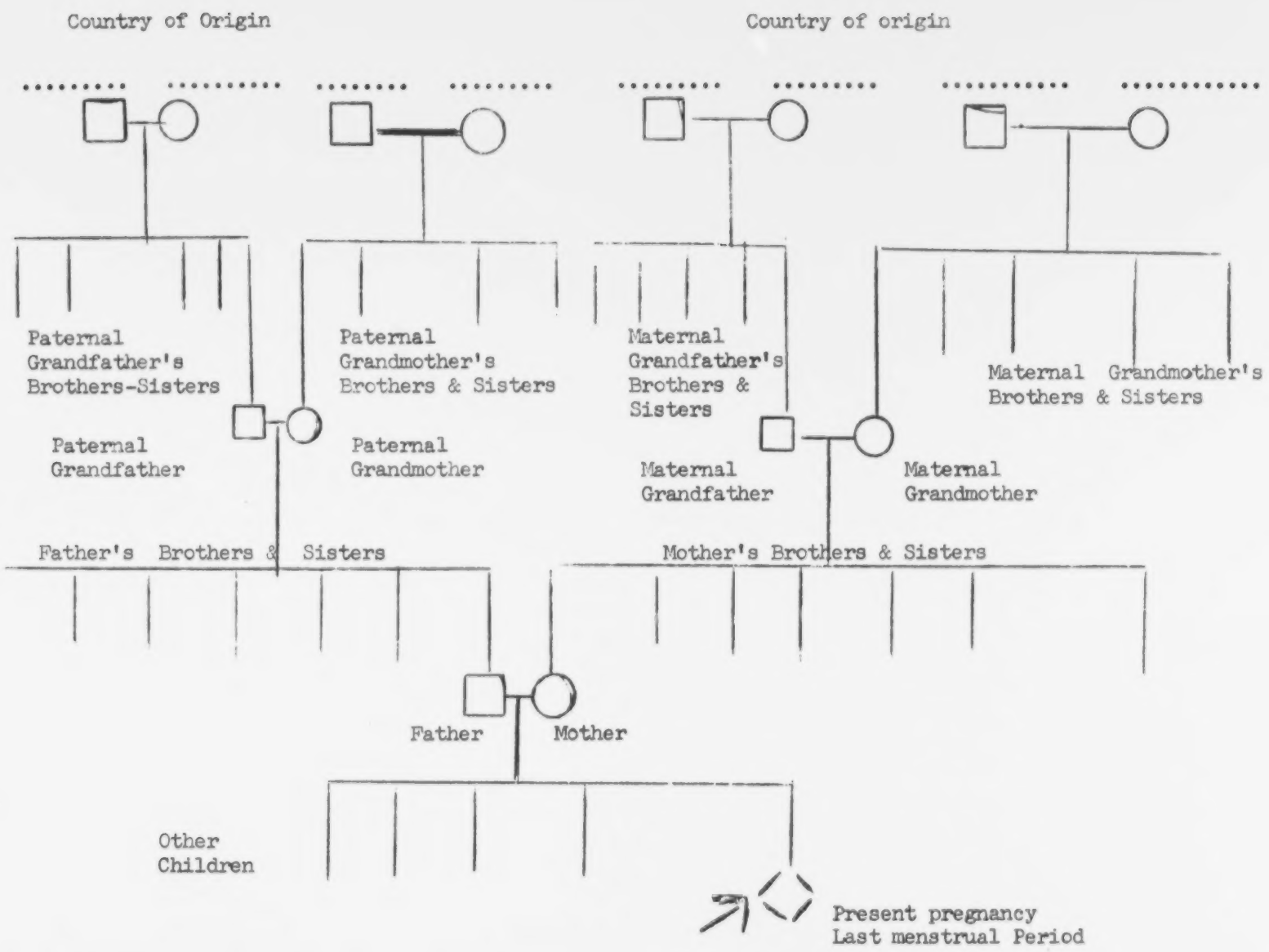

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PERSON	FULL NAME (Include Maiden Names)	DATE OF BIRTH OR PRESENT AGE	LIST BIRTH DEFECTS OR SERIOUS DISEASES	IF DEAD, AGE AND CAUSE OF DEATH
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

PERSON	FULL NAME (Include Mainden Names)	DATE OF BIRTH OR PRESENT AGE	LIST BIRTH DEFECTS OR SERIOUS DISEASE	IF DEAD, AGE AND CAUSE OF DEATH
25				
26				
27				
28				
29				
30				
31				
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COMMISSION FOR THE BLIND
And
VISUALLY HANDICAPPED

POLICIES: College Sponsorship Program

1. INTRODUCTION

A. Effective Date: March 31, 1980

B. Target Population: All CBVH sponsored students entering freshman year of college in the Fall of 1980.

All students whose CBVH college sponsorship as specified in an IWRP dated prior to March 31,1980, does not include graduate studies (Master's Doctorate, part-time graduate study).

All CBVH sponsored college students Whose IWRP is dated January 1,. 1980, or after.

C. BACKGROUND: Due to the current economy, the decreasing availability of Federal and State dollars and the need for increased fiscal accountability, the Commission finds it necessary to recall the breadth of its college sponsorship program while strengthening the success-potential of selected candidates. These policy changes have implications for every aspect of college sponsorship including tuition, room and board, support

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services, campus coordinators, alternate funding, etc. These aspects will be addressed in the following sections.

II. COMMISSION RESponsibilities

A. Tuition: Tuition assistance will be offered under the following conditions and in the following amounts:

1. Only after there is written evidence in the case record that alternate funding has been sought (BEOG, TAP, etc.);

2. Only after the IWRP shows a high degree of consistency and reasonableness between the college program sought and the likelihood of subsequent relevant employment;

3. Tuition will be paid in the amount of $2,500 per year or full tuition, whichever is less. This replaces economic need criteria. Other expenses such as room and board, support services, etc., will be covered in the following sections. TAP and BEOG monies will be deducted from the $2,500.

II. Commission Responsibilities (Cont'd)

4. Sponsorship will be for associate's and bachelor's level college. Graduate studies will be allowed at the discretion of the Field Supervisor/Senior Counselor when there is a clear relationship between vocational goal as specified in the IWRP and graduate studies.

5. Students will be eligible to attend out-of-state schools.

B. Room and Board: Financial assistance for room and board will be equal to estimates as noted in the pertinent official college catalogue. Such assistance will be provided only in conjunction with tuition assistance. A candidate who does not qualify for tuition assistance will not receive room and board. Receipt of alternate full tuition award still entitles applicant for room and board.

C. Support Services:
1. Equipment: The Commission will pay up to $300 per year per sponsored student for the purchase of equipment, training aids, and/or tools related to the college program. Repairs to equipment will be paid in the amount as specified in a receipt of repair..

II. Commission Responsibilities (Cont'd)

2. Books and Supplies: The Commission will pay up to $300 per year per sponsored student for the purchase of books and supplies related to the college program.

3. Reader's Funds: The State Education Department will continue to be the source of assistance for these funds. Application for these funds should be made directly to:

OFFICE of Vocational Rehabilitation
Attention: Readers Aid Program
Twin Towers, Room 1902
99 Washington Avenue
Albany, N. Y.12234

4. Counselor Contact: Because of the seriousness of the sponsorship and the clear advantage toward ultimate success of regular progress reviews, the sponsored students' counselors will be available for a minimum of two face-to-face contacts each year. These contacts will be within the school year either during the academic or vacation periods.

II. Commission Responsibilities (cont'd)

D. Summer School Sponsorship: Commission sponsorship for attendance at college summer programs will be at the discretion of the Field Supervisor/Senior Counselor of the respective field office, and in the amounts necessary to complete the summer program.

E. Part-Time College Sponsorship: Commission sponsorship of part-time college attendance will be for two semesters only and at the discretion of the Field Supervisor/SeniorCounselor of the respective field office.

F. College Policy Evaluation: In January of every year, the Commission will review its college policies with special attention to the effect of consumer costs on financial support.

G. Pre-College Orientation Programs: The Commission will continue to be interested in sponsoring candidates for a pre-college orientation experience. Annual reviews of any pre-college orientation program used by the Commission during the previous calendar year will be completed by January of the succeeding year.

II. Commission Responsibilities (Cont'd)

H. Campus Coordinators: Each area office will be expected to provide general orientation to campus coordinators of colleges within their area that have Commission sponsored students enrolled.

Counselors are to inform students of the identity and availability of respective campus coordinators.

I. Deadline Date: The deadline will be April I each year and will begin with April 1, 1981.

J. Transportation: The Commission will be paying for transportation rates for

1. travel to college in the beginning of the first semester and return from college at the end of the academic year;

2. any major break in the college program, that is, four or more days between when classes end and when classes begin again; emergency leave from college defined as death of a member of student's immediate family, sudden hospitalization of member of immediate family;

II. Commission Responsibilities (Cont'd)

3. commuting students as normally allowed.

No financial support will be allowed for overnight or weekend travel.

III. STUDENT RESPONSIBILITIES

A. Qualifying Criteria: Candidates applying for Commission sponsorship must exhibit a minimum degree of academic seriousness as evidenced by the following:

1. Maintenance of a B academic average in high school or equivalent scoring on college aptitude test(s)..

2. Certification by a mobility instructor of sufficient independence in mobility so as to travel to, from, and about the selected college campus and its ancillary services without assistance. Written verification of a formal schedule of equivalent mobility instruction to be completed prior to the first college semester will be accepted at the time of application for Commission sponsorship.

3. Certification by a rehabilitation teacher of sufficient independence in activities of daily living so as to care for one's daily needs on and off campus. Written verification

III. STUDENT RESPONSIBILITIES (Cont'd)

of a formal schedule of equivalent rehabilitation teaching to be completed prior to the first college semester will be accepted at the time of application for sponsorship.

4. Certification by a communications specialist of sufficient independence in communication skills so as to cope effectively with the heavy and varied workload of the college student. Written verification of a formal schedule of equivalent communications instruction to be completed prior to the first college semester will be accepted at the time of application, for Commission sponsorship.

5. In order to obtain Commission sponsorship, a candidate must be willing to participate in a psychological evaluation at the discretion of the Field Supervisor/ Senior Counselor of the respective field office.

6. A candidate must submit written verification of application for alternate funding (BEOG, TAP, etc.).

III. STUDENT RESPONSIBILITIES (Cont'd)

B. Sustaining Criteria: In order to continue to qualify for Commission sponsorship, a successful candidate must:

1. Maintain an annual, full-time academic average of C and matriculation for undergraduate students and a B for graduate students.

2. Be willing to participate in a minimum of two face-to-face progress reviews per academic year with his or her counselor.

IV. COLLEGE RESPONSIBILITY

Each college provides campus coordinators who are available to assist Commission sponsored students. Such coordinators will not be provided lists of students attending their respective colleges. They will be encouraged to extend assistance upon the request of the student(s).

QUEENSBOROUGH COMMUNITY COLLEGE
THe City University of New York

SECTION 504 REGULATION ON HANDICAPPED STUDENTS

1. A handicapped person is defined as any one having a physical or mental impairment which substantially limits one or more major life activities such as seeing, hearing, breathing, caring for oneself, performing ordinary manual tasks. A person is judged qualified if he/she can with reasonable accommodation perform the job or activity in question.

2. No student is to be denied the opportunity to participate in any college program, service , social activity, or event on the basis of being handicapped.

3. Handicapped students should be permitted to enroll in physical education and athletics to the extent that their handicap will allow.

4. Handicapped students should be given the opportunity to modify their rate of progress if ncessary in cases where fulfillment of degree requirements within a specified time are indicated.

5. Use of supports, i.e.,tape recorder, seeing eye dog, must be permitted in the classroom.

6. If student has a handicap which interferes with the fulfillment of course requirements (inability to speak intelligibly, to write, etc.) the professor should meet with the student early in the semester and establish a clear understanding of how the student

SHOULD proceed to fulfill requirements which will compensate for the disability. Handicapped students can be given substitute requirements where necessary, but it is the professor who has the authority to decide what these arrangements shall be. Where there are problems, consultation with the Coordinator of Services for Handicapped Students may be a helpful resource.

7. Handicapped students who wish to take a course which is held on a part of the campus which is not accessible to them, must notify the Dean of Academic Affairs early in the semester previous to the semester in which the course is desired, so that arrangements can be made to change the course site or adopt other modifications.

8. Counselors should not consel handicapped students against various course choices or career preparation on the basis of their handicap. However, where the student's handicap does constitute a barrier to certification or licensing in a particular field, the counselor should so inform the student.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
SECTION 504 REGULATIONS ON HANDICAPPED STUDENTS

9. All regulations pertaining to handicapped students also pertain to handicapped employees of the college.

Vita Tauss, Coordinator
504 Regulations
Extension 6352

Elliot Rosman, Coordinator
Services for Handicapped Students
Extension 6370

QUEENSBOROUGH COMMUNITY COLLEGE
PRE-COLLEGE SUMMER ORIENTATION PROGRAM
FOR VISUALLY IMPAIRED STUDENTS

STUDENT EVALUATION summer 1980

1. How did you hear about the Summer Program?

2. Why did you decide to participate in the Summer Program?

3. What do you wish you knew about the program before it began?

4. For you, what was the most valuable part of the Summer Program (please be specific)?

5. What aspects of the program would you change or eliminate (please explain)

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6. Please comment (postively or negatively) about each of the following workshops program:

   a. Career
   b. Rap
   c. Study skills
   d. Resource
   e. Library
   f. Mobility

General comments about the workshops:

7. Please rate how useful you found each of the following activities, where applicable:

	Very Worthwhile	Worthwhile	Somewhat Worthwhile	Not Worthwhile	Not Applicable
a. career wk.					
b. Rap group					
c. Resource workshops					
d. Mobility					
e. Study skills					
f. Library resource					
g. Braille					
h. Music					
i. Acting					
j. Typing					
k. Swimming					
l. Athletics					
m. social activities					
n. Intro to college					
o. Ceramics					

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8. In what ways did the Summer Program help you to make changes in your life? (please be specific)

9. Do you think the Summer Program helped you to develop your career plans? (please explain)

10. Would you recommend this program to a friend / acquaintance who is visually impaired? why or why not?

11. Any other comments, recommendations, reactions.

Your name (optional)

Telephone: 631-351-2-3

QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
Bayside, New York 11364

Office of Student Personnel

August 4, 1980

SUMMER PROGRAM FOR VISUALLY IMPAIRED STUDENTS

Dear Family Member:

The Summer Program is now over. The growth and development of the students who participated has been a most rewarding and joyful experience for all of us who worked with them.

Since you were unable to attend our family meetings, I would like to share with you some of the thoughts and advice of our consultants and staff members.

The person from your family who came to Queensborough seven weeks ago may have changed substantially or may be developing his or her potential more rapidly. The students have shared very special experiences, strengths and hopes. Some have made deep friendships. All of them have felt a solid support system which they may miss acutely for awhile. They will also miss their new friends and the comradarie of the dormitory and/or the lounge at Q.C.C.

Some students may have developed new skills - so you may need to step back, give them space, see how these new skills are used. Watch carefully for clues which say, directly or indirectly: "Look, there have been some changes in me!"

Some students are going away to college in September and there may be anxiety about going to a new place, meeting new people, making new friends, learning a new environment. Be patient, be supportive. It's all right if sometimes we take two steps forward and one back.

Your role may be different then it was in June. Your family member may now take more responsibility, be more independent, feel better about himself/herself, be more confident. Watch for clues of change, back off and watch for the differences.

Although the students were eager to go home and be finished with school, the transition may be difficult. The absence of friends, of people who have shared a very special experience, will be felt.

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Be patient, be there with your love and understanding. As Bernadette Wynne, one of our consultants says, "Create a space and let a person grow into it; back off and create more space."

Please feel free to call me if you have any questions or concerns. I will be in the office at (212) 631-6258 until August 7th and at 631-6370 in September.

The experience of working with your family member has been enriching and very rewarding. May you share a closer communication with and understanding of each other.

Sincerely yours,

Patricia Evanoski

Patricia Evanoski, Ph.D.
Director, Summer Program for
Visually Impaired Students

PE:sp